



FY 2005 QUARTERLY REPORT (3RD QUARTER)

Cooperative Agreement No. 119-A-00-00-00039-00

REPUBLIC OF TAJIKISTAN

**Submitted to the
U.S. AGENCY FOR INTERNATIONAL
DEVELOPMENT
By IFES**

April 1 - June 30, 2005

I. GENERAL

In the third reporting quarter of Fiscal Year 2005, IFES Tajikistan focused on its Civic Education Textbook Program for secondary school students and School-Based Activities in Civic Education as the academic year wound down and summer began. The expanding Student Action Committee project and the success of the Democracy Summer Camps were positive achievements towards achieving program goals.

During this period, the Student Parliament Day project implementation for Year II was completed and Student Conversation Clubs continued progressing as the activities further captured youth interest and participation. Several students made visits to Deputies' offices as part of the SPD project to discuss issues of social relevance, a first-of-its-kind activity that brought the worlds of public servants and constituents a little closer.

The Civic Education Study Tour to Romania took place during the month of May as participants from Tajikistan took an active interested part in the trip, which focused on Interactive Teaching Methodology and Civic Education. The trip had an impact, as upon their return to Tajikistan they expressed strong willingness to support curriculum reform and requested further discussions with IFES about progress in the civic education textbook.

During the period IFES took efforts to coordinate activities with its locally-based partner organizations and keep USAID and the U.S. Embassy apprised of project activities and events so that they could participate as appropriate. Meetings were also held regularly between the IFES Chief of Party and local government officials¹ in order to advance the interests of the civic education textbook project and related activities. IFES spent a significant amount of time working with officials from the Ministry of Education to gain their active involvement in all projects in order to encourage their "ownership" of all initiatives with the objective of making them sustainable. Of immediate interests is gaining official approval for both parts of the IFES civics book for 9th and 10th grade.

II. PROGRAMMATIC ACTIVITIES

New IFES field office in Qurghonteppa:

IFES formally opened a regional office in Qurghonteppa during the third quarter and immediately began networking meetings with the Khatlon Oblast Educational Department, local university officials, and Khatlon Oblast Hukumat officials. While IFES has been conducting project activities in Khatlon Oblast for several years, the formal presence of an IFES office draws needed attention to the projects and allows IFES better and more consistent access to key decision-makers in the region. It also allows for greater monitoring and evaluation of all project activities and ongoing initiatives, such as schools participating in the civic education course/textbook project and local Student Action Committees. The IFES offices in Qurghonteppa and Khujand report to the Dushanbe office for project management and administration.

¹ The Ministry of Education, Ministry of Justice and representatives of the presidential administration are key IFES partners in advancing the civic education project.

School-Based Civic Education Activities

Civic Education Course and Textbook

Teacher training seminars

IFES Tajikistan and its local NGO partner *Manizha* organized a teacher training seminar in use of the civics textbook at Secondary School #1 in the Bokhtar district, Khatlon oblast. Twenty-seven participants from 17 secondary schools attended the 2-day training, in which teachers learn about the methodology of teaching civics based upon the IFES-developed textbook and Teacher's Training Guide. For most teachers the training represents a radical departure from traditional ways of teaching the subject, as the new methodology relies on interactive learning and not read-memorize-repeat. Civic education in Tajikistan is a subject that has not been given as much importance in the national curriculum as other subjects, as seen during the current debates surrounding the national curriculum reform project. While IFES recognizes the difficulty in convincing the Ministry to set aside a defined number of hours for civic education, let alone in adopting the IFES book as the preferred civic education textbook, it has worked with Ministry officials to convince them of the importance of the subject and the need to make it part of the long-term plan for educating young persons. At the end of the 3rd Quarter, IFES had made a significant breakthrough, convincing new Minister of Education Rakhmonov to meet with Tajik students preparing to attend the Regional Democracy Summer Camp in Kazakhstan. The involvement of the Minister directly provides encouragement that other initiatives such as the course/textbook project itself will gain momentum heading into the 2005-2006 school year. Further advances in the Ministry's position are expected in the next quarter.

Civics Course and Textbook

Part II of IFES' updated civic education textbook has been under review by the Ministry of Education for approval before IFES proceeds with printing and distribution. In the third quarter, IFES received a letter from the Ministry of Education outlining recommendations from various pedagogical experts on revisions to the textbook and teacher's guide that should be incorporated before printing.

IFES revised the textbook according to these recommendations and presented the textbook to the minister of Education. While the Ministry reviewed the changes, a new minister was appointed and several staff changed in the Ministry, causing challenges for the review process. IFES staff met with the new Minister of Education to brief him on IFES' activities and discuss ideas for future areas of cooperation.

Regional Coordination

In order to coordinate regional efforts of support to IFES programs in the south, a meeting was held with the Heads of Khatlon Oblast Educational Departments and Institutes of Teachers' Qualifications. IFES' Chief of Party made a presentation on IFES' civic education projects, including the textbook and the school-based activities, to the heads of all local Educational Departments and directors of the Institutes of Teachers' Qualifications.

Uzbek Language Edition of Textbook Released

In May, IFES Tajikistan held a ceremony in Qurghonteppa to launch the new Uzbek edition of the Civic Education textbook.



Civic Textbook in Uzbek Language

Both the textbook and teacher's guide were translated into Uzbek and published with financial support from the British Embassy in Tajikistan and the Hough Family Foundation. Each of the twenty-two teachers from IFES' pilot Uzbek schools in Khatlon Oblast received a copy of the Teacher's Guide. IFES will also provide them with copies of the textbook for their students once the revised edition is approved. These textbooks will prove invaluable to Uzbek-speaking teachers and students alike, providing detailed narratives on a multitude of subjects related to civics and citizenship, accompanying exercises, illustrations, and tasks for students on such topics including human rights, structure of government, democratic institutions, civil society, mass media, and the relationship between citizens and the state in a democratic society. The printing of the books in Uzbek was also significant for not only do they cater to a significant minority of the population inside the country², but IFES has learned that the books have found their way into localities in neighboring Uzbekistan as well.³ This cross-border flow of information could have an important role to play as citizens seek more information about their rights and how to use them.

Civic Education Study Tour

In the third quarter, IFES worked with the Academy of Educational Development (AED) to organize and implement a study tour to Romania on civic education for education professionals in the Ministry of Education. IFES and AED interviewed potential Tour participants nominated by the Ministry of Education to select ideal candidates to take part. When the participant list was finalized, IFES held meetings to introduce the purpose of the Study Tour and the primary themes: interactive teaching methodology, civic education, and curriculum development.

The delegation spent one week in Romania and upon their return, IFES staff met with the Study Tour participants to discuss the results of their visit. The four participants reviewed their experiences in Romania and discussed the lessons learned that they could apply in their own work. Romania, which has a well-developed education system that features civic education, presented a good model from which to learn and extract best practices. Participants expressed their commitment to working on curriculum reform, and noted that they have the full support of the Minister of Education. A letter was sent to the Minister requesting authorization to integrate a team with Tour

² Ethnic Uzbeks in Sughd Oblast alone comprise some 40% of the population.

³ IFES learned that its Uzbek-language books used in Kyrgyzstan also have turned up in Uzbekistan.

participants, IFES and other Ministry personnel in order to work on the review of the civic education curriculum.

Democracy Summer Camp

For the summer of 2005, IFES plans to carry out three national summer camps: one in Sughd Oblast and two in the Dushanbe area, and one regional camp to be held in Kazakhstan on the following dates:

Camp 1- Kairakkum- Sughd	June 24 - July 04, 2005
Camp 2- Varzob- Dushanbe	August 01 - August 11, 2005
Camp 3- Varzob- Dushanbe	August 14- August 24, 2005
Regional DSC: Tau Samal-Kazakhstan	July 09-July 19, 2005



National Democracy Summer Camp logo

IFES trainers will work with camp participants to explore themes of international standards of democracy, women's rights and gender issues, youth rights, leadership, critical thinking, voter's rights, and human rights.

IFES obtained complementary funding for the Democracy Summer Camps from USAID through AED, British Embassy, and IOM. Coordination meetings were held with the AED Director.

IFES also met with the director of the Harm Reduction Association of Tajikistan to discuss plans for providing training at the summer camps on drug prevention and HIV/AIDS. This new topic will be introduced at the camps this year. During the meeting, they discussed teaching methods and supplies that are needed for the trainings.

IFES began coordination efforts with UNDP to introduce disaster risk awareness and preparedness in the program. UNDP suggested talking to NGO Earth as they are specialized in providing this kind of training for children and young adults and they have appropriate teaching material and training capacity. IFES and UN Disaster Risk Management Project (UN DRMP) will then agree on cost estimates which we would be ready to cover.

Because the topic of Natural Disaster Preparedness is very useful and relevant as Tajikistan is located in the seismic zone and almost every year suffers from flood and landslides, the group concluded that a request should be made to UNDP to fund the preparation of Tajik speaking trainers and the translation of materials.



After distributing student applications to district education departments, IFES returned to collect the applications, interview prospective campers, and select student participants. In Sughd oblast alone, IFES collected 282 applications.

Students were asked to discuss their expectations for the camp, their plans upon return, and their thoughts on some of the various themes that would be presented in the course of the camp.

IFES met with representatives of its local NGO partner *Chashmai Hayot* in Khujand to select the trainers for the summer camp 2005 in Kairakkum. For the next week IFES and *Chashmai Hayot* conducted a workshop with the trainers, prior to the beginning of the camp activities.

On June 24, under the supervision of teachers and groups monitors, 110 students representing 18 districts of Sughd Oblast arrived at the Zuhul summer camp. Over the course of the ten-day camp, students worked with trainers from local NGOs and discussed various topics such as: international standards of democracy, youth rights, women's rights and gender issues, voter's rights, human rights, critical thinking, and conflict mitigation.



Students at the Kairakkum Summer Camp Launching Ceremony

Regional Democracy Summer Camp

Representatives from IFES' offices in Kazakhstan, Kyrgyzstan and Tajikistan met in Bishkek to finalize the logistical details for the Regional Democracy Summer Camp to be held in Kazakhstan. The IFES representatives distributed tasks between the various offices and elaborated on the methodology to be used during the course of the camp. Organizational issues as well as the procedures to be followed in the selection of the students were also discussed. IFES also prepared for the Camp by proceeding with the student selection process and identifying a local NGO – *Manizha* – to help develop training modules and provide trainers for the camp in Kazakhstan.

Student Action Committees (SACs)

One of IFES' main priorities in its school-based activities is investing the schools with the capacity and the sense of ownership to perpetuate activities without the assistance of IFES. Therefore, IFES was pleased to learn that the SAC president at School #16 in the J. Rasulov district planned to conduct trainings for other area schools that do not have SACs. He visited the IFES office to obtain advice on conducting the seminars, prepared an agenda for the training events, and obtained manuals and brochures. Following this preparation, the SAC President successfully conducted a training seminar at School #5 in J.Rasulov on organizing Student Action Committees.

IFES Tajikistan carried out a joint SAC-Student Local Government Day training in the Aini District of Sughd Oblast in coordination with local educational officials. Thirty-four participants (teachers and students) were introduced to the concept of SACs and their role in involving students with their communities. Students and teachers worked together to prepare the presentation on the problems they consider to exist in their school and community and on how students can help solve these problems.

New SACs Open

In the Third Quarter, two new SACs were established at Tursun-Zade Lyceum #1 and in Faizabad. A representative from J. Rasulov visited IFES expressing interest in organizing an SAC at his school as well.

Monitoring

IFES staff traveled to participating SAC schools throughout the country to monitor progress, meet with participating students, and observe planned SAC activities such as volunteer events and elections. IFES is committed to ongoing monitoring of its SACs in order to maintain forward momentum and address any concerns that arise.

Student Local Government Day Program (SLGD)

In the third quarter, IFES held one SLGD event in Nurek, involving the participation of 12 students, five teachers, and nine local government officials.

One SLGD activity was also carried out in Aini District. Twenty-three students and 14 local government officials participated during this day.

Student Conversation Clubs and Student Parliament Day

Interest continues to spread among university students in the IFES-sponsored Student Conversation Clubs. Students or other representatives from three universities in Tajikistan have contacted IFES to express interest in initiating Conversation Clubs.

The IFES team in charge of the Student Conversation Clubs regularly monitors the progress of formalizing student conversation clubs in the universities. So far, IFES has received letters from 4 universities in Dushanbe, two universities in Qurghonteppa and one university in Khujand.

Student Parliament Day

IFES organized a unique series of events that brought together Parliamentarians and university students to discuss relevant topics of concern to young persons the country. Students from four different universities around Dushanbe participated in the Student Parliament Day program. The topics for discussion ranged from World Trade Organization accession and migration to education reforms and HIV in Tajikistan. Students participated in a two-day discussion forum on these topics led by qualified experts, and also attended a session on parliamentary protocol, ethics, and behavior led by the press secretary, and finally, participated in a roundtable with parliamentarians.

Students Speak Up



Student Jalolov Parviz expressing his ideas on the advantage of Tajikistan entering WTO

assisted the students in preparing background informational materials themselves to present to the parliamentarians.

The Student Parliament Day activities offered a rare opportunity for students to assert themselves and advise the parliamentarians on the issues they had been researching and discussing. After informational sessions on the WTO, labor, and parliamentary procedure, students were ready to visit the parliament. However, the parliamentarians requested a postponement as they were insufficiently prepared to discuss these topics with the students, and requested briefing information prior to the meeting. IFES

On June 17, the students presented their findings on the related topics of poverty reduction, attracting foreign investment, and the WTO to the parliamentarians. The parliamentarians thanked the students for the thoughtful presentation and promised to review the information materials the students prepared for future discussions in parliament.

In a meeting held with the German Ambassador in which he indicated the Embassy's interest in coordinating activities with IFES, the Ambassador recommended that IFES should share with the European Union the success of the Student Parliament Day Program.



Deputies and students pause for a picture

III. MATERIALS PRODUCED⁴

- Training materials for the summer camps and for the SAC Fair
- Version of Civic Education Textbook Part 1 with corrections requested by Ministry of Education
- Version of Civic Education Textbook Part 2 with new textboxes on HIV, drug abuse prevention, labor migration and trafficking, water issues, and environmental protection
- First version of new updated SAC manual
- First version of new updated SLGD manual

IV. ISSUES AND CHALLENGES

In the 2nd Quarter, IFES reported that the Ministry of Education was “guilty of some foot-dragging during the period, not acting in compliance with the revised Memorandum of Understanding signed with IFES and the Embassy in 2004.” This reluctance on the part of the Ministry continued into the Third Quarter, as the ministry underwent a change at the top, with Minister Rajabov being replaced by a new Minister, Rakhmonov. In addition, Deputy Ministers and several key staff members changed as well. This delayed aspects of IFES programming, such as the civic education study tour and the review of the new revised civic education textbook. However, activities appear to be back on track for the time being, and the new Minister has given his support to IFES and has shown interest in IFES’ education activities. One of the study tour participants was appointed Deputy Minister and is now in charge of the textbook program, which is a significant development.

IFES has kept vigilant watch and reported dutifully to USAID and the Embassy concerning the operating environment in the country. The restrictive policies

⁴ Provided upon request

implemented against international NGOs in Kazakhstan and Uzbekistan have not yet manifested themselves in Tajikistan, though it is clear that NGOs are have been facing more questions and reviews of tax law compliance. It is believed this stems from events in March in neighboring Kyrgyzstan as well as rhetoric stoked by anti-democratic forces as well as advisors from the Russian Federation, with whom Tajikistan recently negotiated a new treaty expanding the Russian military presence in the country. IFES will continue to monitor events and advise USAID and the Embassy accordingly on its perspective.

V. PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q-3 of FY05	Data for FY05 (Q1+Q2+Q3)	PROJECTIONS FOR FY 05 AS PER WORKPLAN
Civic Education Textbook and Course					
# of New Students Participating in the Civic Education Course	Student Participation and Reach of the Textbook and New Teaching Methodologies	Participating Schools		Teachers in Bokhtar district began their classes in this quarter with 844 new students. Other districts will begin in September but teachers who were trained and received copy of self instruction guide on interactive teaching are using this methodology in their subjects according to preliminary reports.	9750 new students from 445 schools participating in the project
# of New Teachers trained for the Civic Education Course	Teachers participated in the training	Report on trainings: list of participants		340 new teachers trained 138 former teachers received re-training	10 teacher trainings conducted
# New Students Participating in SACs (# of Women)	Student Participation and Reach of Extracurricular Civic Education Activities	Teachers/ Mentors	56 new students which include 30 girls and 26 boys.	389 new students (180 girls)	700 new students
# of SACs Formed (# of Activities)	Reach and Activeness of SACs	Teachers/ Mentors	3 new SACs formed	21 new SACs were formed 35 new activities carried out by SACs	25 new SACs formed 5 SAC trainings conducted
# of Students (# of Government Officials) Participating in SLGD	Student Participation and Reach of Extracurricular Civic Education Activities That Promote Real-Life Learning	IFES	23 students and 14 local government officials participated at SLGD.(Aini District)	100 new students; 62 officials	100 new students 5 SLGD trainings conducted
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES		9576	

Student Conversation Clubs and Student Parliament Day					
# New Students Participating in SCCs (# of Women in SCCs)	Participation and Reach of SCCs	IFES	51 new students, (40 women) (7 Clubs were formalized with 110 total members so far)	151 students (7 Clubs were formalized with 110 total members so far)	6 new clubs established 50 students in each club
# of New SCC Events	Reach of SCCs	IFES	4 SPD were conducted in the Majlisi Oli. 12 trainings were conducted (World Trade Organization, Labor Migration, Education Reform, and HIV)	4 events-Parliament, 12 trainings (World Trade Organization, Labor Migration, Education Reform, and HIV/AIDS)	2 SPD conducted 25 students participated in each event
Democracy Summer Camps					
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES	100 applied and 20 were selected for the Regional Summer Camp 764 applied and 310 were selected for the national camps	100 applied and 20 were selected for the Regional Summer Camp 764 applied and 310 were selected for the national camps (a total of 330 participants)	3 national camps 1 regional camp 230 participants
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES	This will be reported after the summer camps in September	This will be reported after the summer camps in September	% of students with better understanding of democratic values
% of Students Expressing Interest in Civic Activism	Impact or Extracurricular Civic Education Activities on Behavior	IFES	This will be reported after the summer camps in September	This will be reported after the summer camps in September	% of students who demonstrate improved civic activism

Political Party Development – Communications and Skill-Building Training Seminars					
# of Participants in Political Party Development Programs	Participation and Reach of Training	IFES	No new activities conducted this quarter.	15 events conducted in 13 locations. 981 participants trained	20 trainings conducted for up to six party branches from Dushanbe, ARS, GBAO, Khatlon and Soghd; 400 participants trained
Level of Informal Networking Among Women	Impact of Training	IFES		High (observed)	High
Application of Skills Obtained During Training	Impact of Training	IFES		High (observed). Party members took part in preparing manuals, regulations and checklists.	High
% of IFES-Trained Party Trainers Conducting Training Programs Independent of IFES	Impact of Training	IFES	85 % of Trainers Conducted training programs independent of IFES. (The rest is still being determined).	85 % of Trainers Conducted training programs independent of IFES. (The rest still being determined).	
Political Party Development – Gender-Based Training Seminars					
# of Participants in Political Party Development Programs	Participation and Reach of Training	IFES	No new activities conducted this quarter.	306 women participated in the PPD trainings	5 PPD trainings conducted for 100 participants
Level of Informal Networking Among Women	Impact of Training	IFES		Very high (observed)	High
Application of Skills	Impact of	IFES		23 training participants were registered as	Participants improve

Obtained During Training	Training			candidates	their campaigning, communication, and public speaking, skills
% of IFES-Trained Party Trainers Conducting Training Programs Independent of IFES	Impact of Training	IFES	80 % of Trainers conducted training programs independent of IFES.	80 % of Trainers conducted training programs independent of IFES.	
Political Party Development – NAPST Round Table Discussions					
# of Events and Participants (including # of “Ordinary Citizens” participating)	Participation of attendees in promoting and advancing discussion of sensitive and topical political issues.	IFES	No new activities conducted this quarter.	4 roundtables carried out between October 2004 and January 2005 20 participants per session ⁵ .	6 roundtables A total of 180 participants
Political Party Development – Parliamentary Outreach Project					
# of Viewers Watching the Parliamentary Information Show	Discussions with students and family members.	IFES	No new activities conducted this quarter.	Still being determined with state television; high number of comments and positive feedback received.	
Political Party Constituent Survey and Focus Groups					
Number of respondents who indicate knowledge of or affiliation with	Survey results.	Survey		17% of respondents aware of party platforms; 36% aware of party’s leaders; low party membership of 1404 respondents surveyed, but 69% chose one of six	Survey conducted through a local polling firm with fieldwork completed

⁵ Numbers lower due to political sensitivities in the period leading up to the election, which restricted the number of opposition party members or supporters participating.

a political party.				registered political parties when asked which represents their views and interests. ⁶	by November. Promoted and increased outreach by political parties to new constituencies
Increased outreach by political parties to new constituencies to expand their reach and message.	Observed after trainings.	IFES		High Observed during the Election Fairs in Qurghonteppa and Dushanbe with over 8,000 persons visiting the party booths	High

Political Party Observer Training					
Number of political party observers trained nationwide.	Number at trainings.	IFES	No new activities conducted this quarter.	20 events conducted with 487 participants.	25 trainings conducted for 500 participants
Number of observers with enhanced skills and knowledge of observer and election officials' rights and responsibilities.	Impact of trainings.	IFES		100%	

Political Party Election Fair					
Number of citizens who turn out for the fair and received enhanced knowledge of the elections process and political parties.	Observed at event.	IFES	No new activities conducted this quarter.	Around 2,000 in Qurghonteppa and around 8,000 in Dushanbe. The count was made through the posters that were given out to individuals.	One National Fair and regional fairs held if funding permits 1,000 participants

⁶ Though not necessarily an indicator of true or active party support (particularly when compared with other data), participants chose from parties listed in this question which asked: "which of the political parties listed below best represents the views and interests of people like you?"

Number of parties who participate in the Fair.	Observed at events	IFES		All six registered political parties	3 representatives from each of the six registered political parties